

Preparing for a 14+ IEP/Transition Meeting

✓ Completed	Age 13/14 - Year ONE of Transition
	<p>1. Send Letters/forms home to parents: The case manager/teacher needs to send the</p> <ul style="list-style-type: none"> - Letter of Introduction to Transition - #1, or #2 - Parent form - Interest Inventory or Parent Transition Interview - Transition Agency Request Letter to the parents, if appropriate. <ul style="list-style-type: none"> - VR will meet with students AFTER they turn 14 (Pre-ETS). - DD may be applied for at any time. - PTI- Nebraska or ARC
	<p>2. Contact by phone, if consent not returned: If parent does not return agency consent form or assessments, contact the parent by telephone and record the results. (Keep trying). Keep a record of the contacts in the telephone/email communication logs. Note, if email does not work, call the parent. **It may help to have a brochure or one pager about agencies to share with parents. Parent Resources - SE Region</p>
	<p>3. Notify the specialist who works with the agencies if consent is given: When the agency consent form has been returned or you obtained telephone consent or refusal from the parent, be sure to document this in the IEP notes page or IEP. If it is appropriate and consent is given, invite the agency to the IEP.</p>
	<p>4. Conduct Student Assessments (minimum of 2 each year): Case manager/teacher conducts</p> <ul style="list-style-type: none"> - student interviews Student Dream Sheet; TA Adapted Student/Parent Interview - Picture Assessments (2 versions for more involved students) <p style="text-align: center;">or</p> <ul style="list-style-type: none"> - informal assessments can be found in the Pro-Ed series Informal Assessments for Transition (Independent Living and Community Participation; Postsecondary Education and Training; Employment and Career Planning) which include a multitude of reproducible checklists appropriate for a wide variety of students. (Available for checkout through your ESU or for purchase through Pro-Ed) - Careerscopes online career exploration assessment (year one of high school) - check with your ESU for site license availability (appropriate for students who have a 4th grade or higher reading level and can manipulate a mouse.) - Review the student's Graduation Plan with aligned multiyear courses of study for the IEP. MUST connect courses of study to PSGs.
	<p>5. Student Invitation and participation: Ensure the "transition age" student is given an invitation to the IEP meeting and has time prior to the IEP meeting to be involved in a meaningful manner. Students should have a demonstrative part in the IEP. I'm determined - student involvement resources</p>
	<p>6. Present Level of Performance</p> <ul style="list-style-type: none"> - academic and Social - transition - Ensure strengths, preferences, interests, needs are recorded by case managers (from transition assessments) - include Gen Ed Assessment results (including MAP/NSCAS) with individualized reflection as it relates to IEP present level of performance.
	<p>7. Record of Assessment - named, dated and summarized below the dates. These results will be reflected into PSGs.</p>

	<p>8. Complete Draft Transition Pages: Ensure measurable postsecondary goals (MPG) for transition, and the annual goal that facilitates the MPG are written correctly. Include transition activities that are reasonable and attainable. These MUST be connected to MPSPGs.</p>
	<p>9. Ensure transition “draft” is legally correct: Transition Needs pages are legally correct and compliant with Indicator 13.</p>
	<p>10. Student/parent involvement in the IEP: During the IEP meeting, provide opportunities for student and parent input.</p>
	<p>11. IEP Meeting: (Include student involvement)</p> <ul style="list-style-type: none"> - Review Present Levels of Performance - Review Transition Assessments - Share student generated PSGs and connected annual goals - Share Transition Activities - Share Services/Specialists - Record parent consent or decline to invite the agency. If consent is given, document the agency was invited and “attended” or “was unable to attend but information and brochures were provided to the parent”. Providing information is essential. - Adjust IEP components based upon team feedback. - Other components such as behavioral plans, transportation, ESY, etc. may be inserted at any time in this process - Prior Written Notice - Ask the parents of students with intellectual disabilities to stay if they would like assistance applying to state agencies for services. - Ensure the coordinated set of activities are implemented, along with the goals and objectives for transition services.
	<p>12. Implement and monitor all areas of the IEP on a regular basis as indicated in the IEP. If changes need to occur, please hold another IEP.</p>

Preparing for a High School Transition IEP/Transition Meeting

<p>√ Completed</p>	<p align="center">Age 14/15 - Year TWO of Transition</p>
	<p>1. Send Letters/forms home to parents: The case manager/teacher needs to send the</p> <ul style="list-style-type: none"> - Letter of Introduction to Transition if student is NEW - Parent form - Use ESTR or TPI Parent form during this year - Transition Agency Request Letter to the parents, if appropriate. <ul style="list-style-type: none"> - VR will meet with students AFTER they turn 14 (Pre-ETS). - DD may be applied for at any time. - PTI- Nebraska or ARC
	<p>2. Contact by phone, if consent not returned: If parent does not return agency consent form or assessments, contact the parent by telephone and record the results. (Keep trying). Keep a record of the contacts in the telephone/email communication logs. Note, if email does not work, call the parent. **It may help to have a brochure or one pager about agencies to share with parents. Parent Resources - SE Region</p>
	<p>3. Notify the specialist who works with the agencies if consent is given: When the agency consent form has been returned or you obtained telephone consent or refusal from the parent, be sure to document this in the IEP notes page or IEP. If it is appropriate and consent is given, invite the agency to the IEP.</p>
	<p>4. Conduct Student Assessments (minimum of 2 each year - 1 formal, 1 informal or 2 informal): This is an ideal year for all students to take the TPI or ESTR as it is early in the process and if needed, these can be given again 3 years later. Case manager/teacher conducts</p> <ul style="list-style-type: none"> - student interviews - contained within TPI and ESTR - formal transition assessment with the student - (for example, <i>Transition Planning Inventory, Brigance, Enderle-Severson Transition Rating Scale</i>)**Formal assessments such as these should be used no more than twice within the span of ages 14-21. For those who graduate at age 18 it may only be once. - O'net Interest Profiler (can be used as a follow up to Careerscopes) - informal assessments can be found in the Pro-Ed series Informal Assessments for Transition (Independent Living and Community Participation; Postsecondary Education and Training; Employment and Career Planning) which include a multitude of reproducible checklists appropriate for a wide variety of students. (Available for checkout through your ESU or for purchase through Pro-Ed) - Review the student's Graduation Plan with aligned multiyear courses of study for the IEP. MUST connect courses of study to MSPSGs.
	<p>5. Student Invitation and participation: Ensure the "transition age" student is given an invitation to the IEP meeting and has time prior to the IEP meeting to be involved in a meaningful manner. Students should have a demonstrative part in the IEP. Im determined - student involvement resources</p>
	<p>6. Present Level of Performance</p> <ul style="list-style-type: none"> - Academic and Social - Transition - Ensure strengths, preferences, interests, needs are recorded by case managers. - include Gen Ed Assessment results (including MAP/NSCAS) with individualized reflection as it relates to IEP.

	<p>7. Record of Assessment - named, dated and summarized below the dates. These results will be reflected into PSGs. These need to be different than the previous year.</p>
	<p>8. Complete Draft Transition Pages: Ensure measurable postsecondary goals (MPG) for transition, and the annual goal that facilitates the MPG are written correctly. Include transition activities that are reasonable and attainable. These MUST be connected to PSGs.</p>
	<p>9. Ensure transition “draft” is legally correct: Transition Needs pages are legally correct and compliant with Indicator 13.</p>
	<p>10. Student/parent involvement in the IEP: During the IEP meeting, provide opportunities for student and parent input.</p>
	<p>11. IEP Meeting: (Include student involvement)</p> <ul style="list-style-type: none"> - Review Present Levels of Performance - Review Transition Assessments - Share student generated PSGs and connected annual goals - Share Transition Activities - Share Services/Specialists - Record parent consent or decline to invite the agency. If consent is given, document the agency was invited and “attended” or “was unable to attend but information and brochures were provided to the parent”. Providing information is essential. - Adjust IEP components based upon team feedback. - Other components such as behavioral plans, transportation, ESY, etc. may be inserted at any time in this process - Prior Written Notice - Ask the parents of students with intellectual disabilities to stay if they would like assistance applying to state agencies for services. - Ensure the coordinated set of activities are implemented, along with the goals and objectives for transition services.
	<p>12. Implement and monitor all areas of the IEP on a regular basis as indicated in the IEP. If changes need to occur, please hold another IEP.</p>

Preparing for a High School Transition IEP/Transition Meeting

<p>√ Completed</p>	<p align="center">Age 15/16 - Year THREE of Transition</p>
	<p>1. Send Letters/forms home to parents: The case manager/teacher needs to send the</p> <ul style="list-style-type: none"> - Letter of Introduction to Transition if student is NEW - Parent form - not necessarily required but may be necessary for more involved students or those new to transition/your district; can use a checklist from the pro-ed series for parents to evaluate readiness skills for three areas of transition - Transition Agency Request Letter to the parents, if appropriate. <ul style="list-style-type: none"> - VR will meet with students (Pre-ETS). - DD may be applied for at any time. - PTI- Nebraska or ARC
	<p>2. Contact by phone, if consent not returned: If parent does not return agency consent form or assessments, contact the parent by telephone and record the results. (Keep trying). Keep a record of the contacts in the telephone/email communication logs. Note, if email does not work, call the parent. **It may help to have a brochure or one pager about agencies to share with parents. Parent Resources - SE Region</p>
	<p>3. Notify the specialist who works with the agencies if consent is given: When the agency consent form has been returned or you obtained telephone consent or refusal from the parent, be sure to document this in the IEP notes page or IEP. If it is appropriate and consent is given, invite the agency to the IEP.</p>
	<p>4. Conduct Student Assessments (minimum of 2 each year): IF ACT is given this year be conscious of overwhelming the student. Consider using informals for those students taking the ACT. Case manager/teacher conducts</p> <ul style="list-style-type: none"> - student interviews - AIR Self Determination (multiple versions are here) - informal assessments can include any held by the ESU Materials request . Your ESU has these and they can be purchased individually or in groups. Focus on Reading free vocational interest inventory - 3 (RFVII - 3) or PICS for more involved students. - informal assessments can be found in the Statewide Assessment Binder. - Review the student's Graduation Plan with aligned multiyear courses of study for the IEP. MUST connect courses of study to MSPSGs. - include Gen Ed Assessment results (including ACT/Accuplacer/ASVAB) with individualized reflection as it relates to IEP and post secondary planning. - Review the student's Graduation Plan with aligned multiyear courses of study for the IEP. MUST connect courses of study to MSPSGs.
	<p>5. Student Invitation and participation: Ensure the "transition age" student is given an invitation to the IEP meeting and has time prior to the IEP meeting to be involved in a meaningful manner. Students should have a demonstrative part in the IEP. I'm determined - student involvement resources</p>
	<p>6. Present Level of Performance</p> <ul style="list-style-type: none"> - Academic and Social - Transition - Ensure strengths, preferences, interests, needs are recorded by case managers. - include Gen Ed Assessment results (including MAP/NSCAS) with individualized reflection as it relates to IEP.

	<p>7. Record of Assessment - named, dated and summarized below the dates. These results will be reflected into PSGs. These need to be different from the previous year.</p>
	<p>8. Complete Draft Transition Pages: Ensure measurable postsecondary goals (MPG) for transition, and the annual goal that facilitates the MPG are written correctly. Include transition activities that are reasonable and attainable. These MUST be connected to PSGs.</p>
	<p>9. Ensure transition “draft” is legally correct: Transition Needs pages are legally correct and compliant with Indicator 13.</p>
	<p>10. Student/parent involvement in the IEP: During the IEP meeting, provide opportunities for student and parent input.</p>
	<p>11. IEP Meeting: (Include student involvement)</p> <ul style="list-style-type: none"> - Review Present Levels of Performance - Review Transition Assessments - Share student generated PSGs and connected annual goals - Share Transition Activities - Share Services/Specialists - Record parent consent or decline to invite the agency. If consent is given, document the agency was invited and “attended” or “was unable to attend but information and brochures were provided to the parent”. Providing information is essential. - Adjust IEP components based upon team feedback. - Other components such as behavioral plans, transportation, ESY, etc. may be inserted at any time in this process - Prior Written Notice - Ask the parents of students with intellectual disabilities to stay if they would like assistance applying to state agencies for services. - Ensure the coordinated set of activities are implemented, along with the goals and objectives for transition services.
	<p>12. Implement and monitor all areas of the IEP on a regular basis as indicated in the IEP. If changes need to occur, please hold another IEP.</p>

Preparing for a High School Transition IEP/Transition Meeting

<p>√ Completed</p>	<p align="center">Age 16/17/18 - Year FOUR of Transition</p>
	<p>1. Send Letters/forms home to parents: The case manager/teacher needs to send the</p> <ul style="list-style-type: none"> - Letter of Introduction to Transition if student is NEW - Parent form - Parent forms part 1 and 2 (see both first and second sections) - Transition Agency Request Letter to the parents, if appropriate. <ul style="list-style-type: none"> - VR will meet with students (Pre-ETS); Have VR prepare students for transition to adult services if appropriate - DD may be applied for at any time. - PTI- Nebraska or ARC
	<p>2. Contact by phone, if consent not returned: If parent does not return agency consent form or assessments, contact the parent by telephone and record the results. (Keep trying). Keep a record of the contacts in the telephone/email communication logs. Note, if email does not work, call the parent. **It may help to have a brochure or one pager about agencies to share with parents. Parent Resources - SE Region</p>
	<p>3. Notify the specialist who works with the agencies if consent is given: When the agency consent form has been returned or you obtained telephone consent or refusal from the parent, be sure to document this in the IEP notes page or IEP. If it is appropriate and consent is given, invite the agency to the IEP.</p>
	<p>4. Conduct Student Assessments (minimum of 2 each year - 1 formal, 1 informal): This is an ideal year for all students to take the TPI or ESTR as it is early in the process and if needed, these can be given again 3 years later. Case manager/teacher conducts all assessments. Get started with the formal then use the statewide assessment binder (sections indicated - you must scroll through to find the appropriate forms)</p> <ul style="list-style-type: none"> - Independent Living - College Readiness - Employment (more involved); Employment - go past the first couple of pages. - Community Involvement - informal assessments can include Informal inventories. Your ESU has these and they can be obtained individually or in groups. - include Gen Ed Assessment results (including ACT/Accuplacer/ASVAB) with individualized reflection as it relates to IEP and post secondary planning. - Review the student's Graduation Plan with aligned multiyear courses of study for the IEP. MUST connect courses of study to MPSGs. - Include any work based learning experiences/evaluations here
	<p>5. Student Invitation and participation: Ensure the "transition age" student is given an invitation to the IEP meeting and has time prior to the IEP meeting to be involved in a meaningful manner. Students should have a demonstrative part in the IEP. Im determined - student involvement resources</p>
	<p>6. Present Level of Performance</p> <ul style="list-style-type: none"> - Academic and Social - Transition - Ensure strengths, preferences, interests, needs are recorded by case managers. - include Gen Ed Assessment results (including MAP/NSCAS) with individualized reflection as it relates to IEP.

	<p>7. Record of Assessment - named, dated and summarized below the dates. These results will be reflected into PSGs. These need to be different from the previous year.</p>
	<p>8. Complete Draft Transition Pages: Ensure measurable postsecondary goals (MPG) for transition, and the annual goal that facilitates the MPG are written correctly. Include transition activities that are reasonable and attainable. These MUST be connected to PSGs.</p>
	<p>9. Ensure transition “draft” is legally correct: Transition Needs pages are legally correct and compliant with Indicator 13.</p>
	<p>10. Student/parent involvement in the IEP: During the IEP meeting, provide opportunities for student and parent input.</p>
	<p>11. IEP Meeting: (Include student involvement)</p> <ul style="list-style-type: none"> - Review Present Levels of Performance - Review Transition Assessments - Share student generated PSGs and connected annual goals - Share Transition Activities - Share Services/Specialists - Record parent consent or decline to invite the agency. If consent is given, document the agency was invited and “attended” or “was unable to attend but information and brochures were provided to the parent”. Providing information is essential. - Adjust IEP components based upon team feedback. - Other components such as behavioral plans, transportation, ESY, etc. may be inserted at any time in this process - Prior Written Notice - Ask the parents of students with intellectual disabilities to stay if they would like assistance applying to state agencies for services. - Ensure the coordinated set of activities are implemented, along with the goals and objectives for transition services.
	<p>12. Implement and monitor all areas of the IEP on a regular basis as indicated in the IEP. If changes need to occur, please hold another IEP.</p>

In Development - Preparing for a High School Transition IEP/Transition Meeting

<p align="center">√ Completed</p>	<p align="center">Age 18 + - Year 5-7 of Transition</p>
	<p>1. Send Letters/forms home to parents: The case manager/teacher needs to send the</p> <ul style="list-style-type: none"> - Letter of Introduction to Transition if student is NEW - Parent form - not necessarily required but may be necessary for more involved students - Transition Agency Request Letter to the parents, if appropriate. <ul style="list-style-type: none"> - VR will meet with students AFTER they turn 14 (Pre-ETS); Have VR prepare students for transition to adult services if appropriate - DD may be applied for at any time. - SSI may be applied for at age 19 - Medicaid may be applied for at age 19 if appropriate - PTI- Nebraska or ARC - agencies to help transition to adult services
	<p>2. Contact by phone, if consent not returned: If parent does not return agency consent form or assessments, contact the parent by telephone and record the results. (Keep trying). Keep a record of the contacts in the telephone/email communication logs. Note, if email does not work, call the parent. **It may help to have a brochure or one pager about agencies to share with parents. Parent Resources - SE Region</p>
	<p>3. Notify the specialist who works with the agencies if consent is given: When the agency consent form has been returned or you obtained telephone consent or refusal from the parent, be sure to document this in the IEP notes page or IEP. If it is appropriate and consent is given, invite the agency to the IEP.</p>
	<p>4. Conduct Student Assessments (minimum of 2 each year - Year 1 - 2 informal; Year 2 - 1 formal, 1 informal; Year 3 - 2 informal): Case manager/teacher conducts</p> <ul style="list-style-type: none"> - Formal Assessment (TPI or ESTR) for one of the three years; Recommended in year two of 18-21 programming. - student interviews - PRO-ED series - Year 1 and 3 of 18-21 programming - informal assessments can include Informal inventories or tools found in the Statewide Assessment Binder. Your ESU has these and they can be requested individually or checked out in groups. <ul style="list-style-type: none"> - Year 1 and 3 - Focus informal assessment on each of the three areas of Employment, Education and Independent Living. - Conduct Observational Assessments to demonstrate what student is currently doing. These can include worksite evaluations, situational assessments and parent/teacher input. - If appropriate - add in a functional vocational evaluation (ongoing situation assessment that can span multiple years.) - Review the student's Graduation Plan with aligned multiyear courses of study for the IEP. MUST connect courses of study to MPSGs. - Include any work based learning experiences/evaluations here. - Don't forget the agencies - what has VR or DD done with this student? What about low incidence services for the blind/visually impaired or Deaf/Hard of Hearing?

	<p>5. Student Invitation and participation: Ensure the “transition age” student is given an invitation to the IEP meeting and has time prior to the IEP meeting to be involved in a meaningful manner. Students should have a demonstrative part in the IEP. I'm determined - student involvement resources</p>
	<p>6. Present Level of Performance</p> <ul style="list-style-type: none"> - Academic and Social - Transition - Ensure strengths, preferences, interests, needs are recorded by case managers based upon student input.
	<p>7. Record of Assessment - named, dated and summarized below the dates. These results will be reflected into PSGs. These need to be different from the previous year.</p>
	<p>8. Complete Draft Transition Pages: Ensure measurable postsecondary goals (MPG) for transition, and the annual goal that facilitates the MPG are written correctly. Include transition activities that are reasonable and attainable. These MUST be connected to MPG.</p>
	<p>9. Ensure transition “draft” is legally correct: Transition Needs pages are legally correct and compliant with Indicator 13.</p>
	<p>10. Student/parent involvement in the IEP: During the IEP meeting, provide opportunities for student and parent input.</p>
	<p>11. IEP Meeting: (Include student involvement)</p> <ul style="list-style-type: none"> - Review Present Levels of Performance - Review Transition Assessments - Share student generated PSGs and connected annual goals - Share Transition Activities - Share Services/Specialists - Record parent consent or decline to invite the agency. If consent is given, document the agency was invited and “attended” or “was unable to attend but information and brochures were provided to the parent”. Providing information is essential. - Adjust IEP components based upon team feedback. - Other components such as behavioral plans, transportation, ESY, etc. may be inserted at any time in this process - Prior Written Notice - Ask the parents of students with intellectual disabilities to stay if they would like assistance applying to state agencies for services. - Ensure the coordinated set of activities are implemented, along with the goals and objectives for transition services.
	<p>12. Implement and monitor all areas of the IEP on a regular basis as indicated in the IEP. If changes need to occur, please hold another IEP.</p>